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Bulletin
OF
**Ohio Wesleyan
University**

Illustrations of Undergraduate Life

Delaware
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OHIO WESLEYAN UNIVERSITY

BULLETIN



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HERBERT WELCH
President of the University

By Way of Introduction

THIS BULLETIN is in large part planned for students in the High Schools who are looking forward, more or less seriously, to a college or technical school course. The college catalogue gives a large array of facts about the college, but it limits itself to one side of college life. The spirit of a college is not shown in its catalogue. It can be fully known only by one who shares its membership and takes part in its life from day to day. And yet it is hoped that this presentation of a number of the aspects of life at Ohio Wesleyan may suggest the spirit that prevails here.

Is a College Course Worth While?

COMPETITION in business and professional life is more severe to-day than ever before, and many young men feel it is necessary for them to commence preparation for their work immediately on leaving the High School. Others tire of the monotony and restraints of school life and wish to get to work. The question arises, "Is the college course worth while? Will the investment which it requires of money and of four years of valuable time, pay?" Throughout the history of the United States the college graduates have averaged one to seven hundred and fifty of the adult male population of the country. And yet from this small fraction of our people have come 32% of all our Congressmen, 46% of our Senators, 65% of our Presidents, and 73% of the Judges of the Supreme Court.

The names in WHO'S WHO IN AMERICA make the nearest approach we have to a list of the successful men in America. Tables show that 69.76% of the persons listed in the 1903-05 edition had the advantage of a college education; 55.76% being college graduates, while 14.00% had attended university or college but had not been graduated. Later lists are not found materially to change these percentages. These figures show at a glance the importance of a higher education for success in life.

The educational record, so far as it can be found, of the men of wealth whose names appear in the FINANCIAL RED BOOK of the United States, shows that the possibilities of winning wealth are 300 times as great among college-bred men as among those of less mental training.

Clearly, then, the college course pays. It pays in business success. It pays in success in professional and public life, lines of endeavor in which success is peculiarly sweet because they bring unusual opportunities for service to others. One function of the college has been and will continue to be to train for leadership.

But the highest value of the college course is yet to be named, and it is not measured in terms of worldly success. For four years the student finds himself in touch with scores of young men of high and generous character and earnest purpose. New fields of knowledge and wider horizons of thought open before him. He is inspired by the high ideals of those with whom and under whom he works. And what is the result? Not only is he trained mentally, but he finds himself, finds unsuspected powers and resources, finds his own best place of service in the world, finds an idealism which makes life a field for the attainment of a success that is measured not by dollars, nor by preferment, but by a greater appreciation of the highest and best things, and by an enlarged opportunity for service to one's fellows. Few, even among college graduates, reach distinction, but all may get these values from the college course; and or this more abundant life the college is a most practical fitting place.

Enrollment

THE ENROLLMENT on November 1, 1909, was:

College of Liberal Arts—

| | |
|--|------------|
| Graduate Students | 2 |
| Seniors | 96 |
| Juniors | 120 |
| Sophomores | 227 |
| Freshmen | 346 |
| Special | 36 |
| Total | <hr/> 827 |
| Schools of Music and Fine Arts | 151 |
| Academy and School of Business | 162 |
| | <hr/> 1140 |

The following figures show the increase in enrollment during the last nine years: 1901, 802; 1902, 800; 1903, 886; 1904, 905; 1905, 914; 1906, 921; 1907, 1003, 1908, 1070; 1909, 1140. These are the figures for the Fall Term of each year and do not include the enrollment of the Medical School at Cleveland. This enrollment for the present year is 102.

The Departments of the University

THE UNIVERSITY comprises the College, including the School of Oratory; the Medical Department in Cleveland, the Cleveland College of Physicians and Surgeons; the Conservatory, including the Schools of Music and Fine Arts; and the Academy, including the School of Business.

The central feature of the University is the College. That it is which sets the standard and determines the spirit and tone. In the College are seventy-three per cent of all the students in Delaware.

Entrance

ON APPLICATION, the University furnishes blank certificates to superintendents or principals of high schools and academies. When these blanks are properly filled, they are accepted in lieu of examinations, so far as the work corresponds in quantity and quality with the work required for admission.

The requirements for admission to the freshman class in the three courses are described below. These requirements are stated in units, a unit meaning a subject of study pursued through a school year with NOT LESS THAN FOUR recitation periods each week.



GRAY CHAPEL AND UNIVERSITY HALL

A student offering at the opening of the college year the equivalent of FIFTEEN UNITS of the studies named in the requirements for admission below, may receive freshman rank; but in case he intends to take a college degree, he must make up in the classes of the Academic Department any deficiency in the prescribed sub-freshman work in the course which he may select. In that case the sub-freshman work taken after entrance will be credited as collegiate elective work on the basis of three hours of collegiate credit for five hours of sub-freshman work.

A student offering at the opening of the college year the equivalent of THIRTEEN UNITS of the studies indicated may receive provisional freshman rank, on condition of making up the deficiency during his freshman year.

The subjects required for entrance are as follows: In all courses, English, three units; History, one unit; Mathematics, three units; elective from other approved High School subjects, two units. In the classical course, Latin, four units; Greek, two units. In the scientific and literary courses, Language (Latin, Greek, French or German), six units. To satisfy graduation requirements in the different courses, when a language is offered for entrance, not less than two units of French or German must be presented, two of Greek or four of Latin, unless the student does not wish to continue college Latin, in which case three units will be accepted. In the scientific course ONE modern language MUST be presented. Further details are given in the catalogue.

The Courses

THREE COURSES are offered, the Classical, Scientific, and Literary, leading to the degrees of B. A., B. S., and B. L. These courses differ in the character of the required work. In the Classical Course, Greek is prescribed; in the Scientific Course a large amount of science, mathematics, and modern language is required; in the Literary Course emphasis is laid on modern language



IN THE CHEMICAL LABORATORY

ests are more general. To those making proper choice of elective studies it affords equal opportunity with the other two courses for work in classics, science, and mathematics, and a somewhat better opportunity, by reason of the less number of required studies, for extended work in modern language, history, economics, and philosophy. All these courses agree in the amount of preparatory work required, and in the amount and quality of the work required for graduation, and the three degrees should carry the same prestige.

and such studies as literature, history and economics. For students who are especially interested in language, or who are preparing themselves for the ministry or for literary work, the Classical Course is recommended. Students whose inclination is not towards the languages, but who are looking forward to scientific, medical or engineering work, will naturally prefer the Scientific Course. The Literary Course is less specialized in its required studies than either the Classical or Scientific Course, and is planned for students whose inter-

The College and the Professional School

THE AIMS of the college and of the professional school are different. The college trains for life; it is its purpose to develop the man, to bring him into right relations with the society in which he is to play his part, to reveal to him his powers and opportunities. It is a liberal training, giving him a wider outlook. The professional school is intended to give its students that knowledge and that special skill which fit a man for professional success. To a certain extent each school serves the purpose of the other. The student in the professional school receives an important training from his work, aside from the direct training for his profession, and many of the courses of schools of theology, law, medicine, and engineering are as truly "liberal" as those of the



IN THE ADVANCED ZOOLOGICAL LABORATORY

college. And again, many of the courses of the college have a more or less practical bearing on the professions. It remains true, nevertheless, that the man who is to be best prepared for both life and profession should have the training of both college and professional school.



THE GEOLOGY CLASS IN THE FIELD

But the college course is four years long, and the professional course demands from two to four years in addition. It is well to point out, then, the possibility of shortening the total period by doing some of the professional work in college. This is indicated for students of **ENGINEERING** in the section following this. Students looking to the **LAW** will find in the departments of history and economics and in the course in law a very practical preparation for their work in the law school. Students preparing themselves for the **MINISTRY** will find in the courses in English

Bible, literature, oratory, philosophy, Hebrew, New Testament Greek, and religions direct professional training. In many cases students go into the ministry directly after graduation; and there is no question that if a candidate for the ministry is obliged to choose between the college and the seminary course, the much wiser thing to do is to choose the college. Students intending to study MEDICINE will find it possible to shorten the college course by one year and still to lay an excellent foundation for medical school work. They can get at Delaware thorough courses in chemistry, zoology, and physics, all essential to thorough preparation for medical study. They can also take out the senior year of their college work in the medical school, under the provision which allows candidates for the degree of Bachelor of Science, who have completed the required subjects of the Scientific Course and have 135 hours of collegiate credit (of which at least 90 hours are graded above D) to receive the degree upon the completion of a full year's work in the Medical Department of the University.

To Prospective Engineering Students

A YOUNG MAN who graduates from a first grade High School and who desires to prepare for an engineering profession, has at least four ways open to him by which he may secure his technical education.

A. He may spend four years in the Technical School, and at the end of that period receive a degree in engineering.

B. He may spend two years in a College of Liberal Arts and Sciences and two years in the Technical School, and at the end of the four years receive a degree in engineering.

C. He may spend six years in some Technical Schools, receiving at the end of the fourth year a B. S. degree, and at the end of the sixth year a degree in engineering.

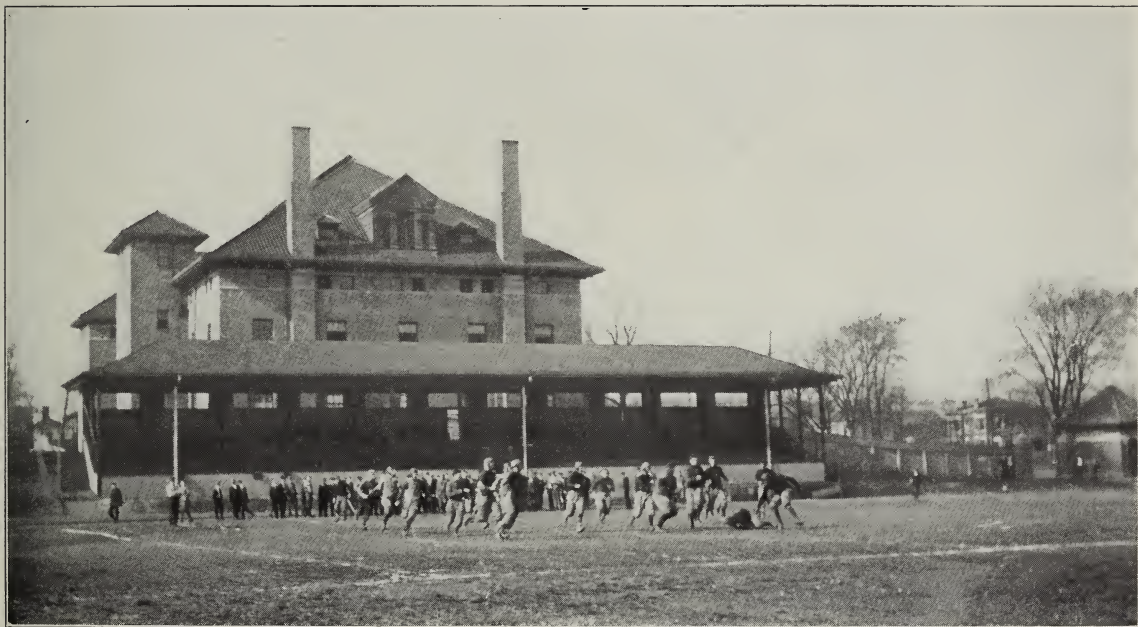
D. He may spend four years in a College of Liberal Arts and Sciences, receiving his B. S. degree, and two more in a Technical School, receiving his degree in engineering.

A careful study of the catalogues of the Technical Schools shows that the first two years of all engineering courses are much the same, and that they are made up almost entirely of courses in English, Modern Languages, Mechanical Drawing, Shop Work, Mathematics, Physics, Chemistry and other Sciences, depending upon the line of engineering to be taken up. That is, the freshman and sophomore years are devoted to foundation or preparatory work, while the junior and senior years are devoted to purely technical work.

A and B suggest the least possible preparation anyone can make in order to attain a fair degree of success in his profession. Of these two B is the better, if the student can find a college of Liberal Arts and Sciences whose work meets the demands for the foundation or preparatory work of the Technical Schools. Here in quantity and quality of work, he gets precisely what he would get in the Technical School, and in addition he lives in an atmosphere created by the so-called culture studies, an atmosphere which, by the very nature of the case, does not exist in the Technical School. Then, too, the item of expense leads one to select the College of Liberal Arts for his foundation work.

C and D are still more attractive. Six years of preparation for one's life work are not too much. The easy engineering problems are solved. The engineer of the future must have all the technical knowledge which he can acquire in the class-room and in the laboratory, and in addition he must have the culture and brain power which makes him a leader of men.

The work of the College of Liberal Arts and Sciences supplements the work of the Technical School. Each has a distinct and well defined part to play. The College develops the man, the Technical School makes the engineer. The importance of the work of the college cannot be emphasized too



ON THE ATHLETIC FIELD

Showing the Grand-Stand, and behind that the Gymnasium. A Class Foot Ball Game is in Progress.



THE ASTRONOMICAL OBSERVATORY

and it has also made it possible for students who have had sufficient preparation to do this same freshman and sophomore technical work in two years at Delaware. It is to these four-year and two-year courses, which are fully outlined in the catalogue, that the attention of the High School

much. Its moulding influence ought to be exerted on the early life of every young man preparing for a professional career. It lays a foundation upon which the Technical School builds for a special purpose, and builds much better than if it had made its own foundation. Some Technical Schools take this view of the question, and much prefer a college graduate who enters their junior year to a High School graduate who enters their freshman year.

OHIO WESLEYAN UNIVERSITY as a College of Liberal Arts and Sciences has met the demands of the Technical Schools. It has made it possible for scientific students during the four years of their college course to take all the prescribed work of the freshman and sophomore years of the Technical School,

graduate is called. The Massachusetts Institute of Technology has accepted this work without examination as far as it covers its required work, and it has given junior rank to Ohio Wesleyan graduates who hold the B. S. Degree.

Some Aspects of College Life

EDUCATION comes through action. If we believe that a college student cannot enter in a hearty and whole-souled manner into any department of college life without receiving a distinct educational uplift, we must alter in some cases our conception of college values. The work of the class-room, with its outside preparation, is of the highest value; but other college interests should be not merely tolerated but encouraged. Many graduates look back to college days and see that on the athletic field, or in the literary society, or in the daily contact with their fellows, they received a training of the utmost importance for their future work. Study is a good thing; but the "grind" is to be pitied;—not for what he gains, but for what he voluntarily cuts himself off from and loses. The college is a world of its own, with its varied interests. This fact gives it its value and its danger; its danger, because there is always the chance that a student may distribute his time unprofitably among the possible lines of college activity, and so miss the main end of his course; its value, because with this variety there is no student who cannot devote himself with profit to some department of college activity, and so gain that power and confidence which come from successful accomplishment. Whether the college man distinguishes himself as a student, an athlete, a debater, or a worker in the Y. M. C. A., there is behind the multiplicity of occupation a unity of devotion to the college as a whole and to all of the activities which make up its united life. You may call it college spirit or what you will, but it is that which gives college life its charm, its enthusiasm, its hold on graduates and undergraduates, and a large part of its value.



THE JOHN EDWARDS GYMNASIUM

Physical Training

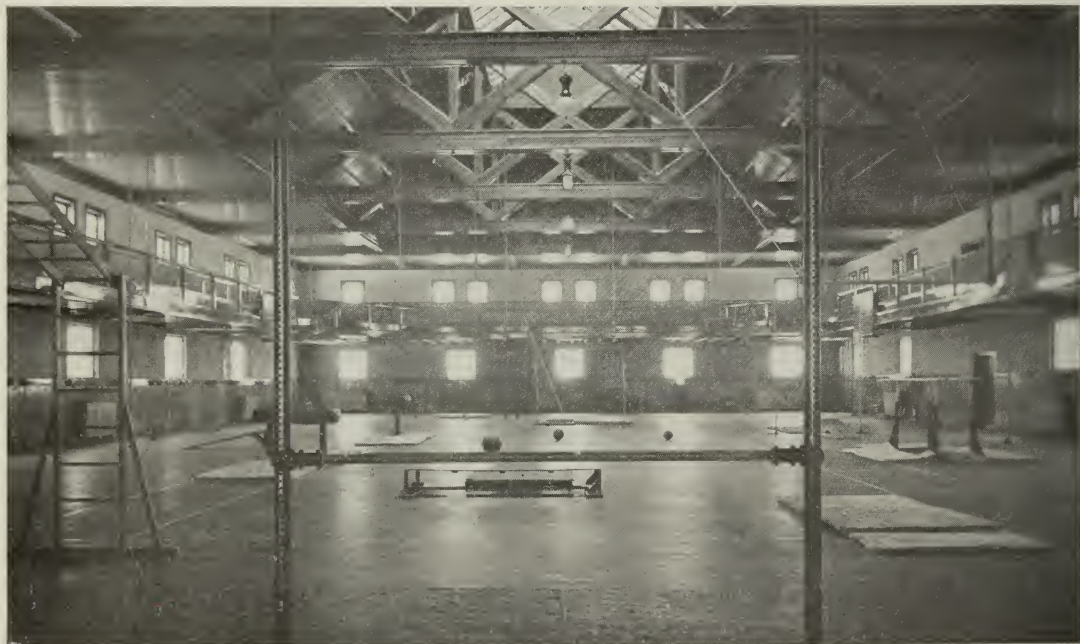
PHYSICAL TRAINING is recognized as an essential feature of the college course. Good work in college and good and continuous working power in after life require a firm backing in sound bodily health. And apart from any consideration of bodily health, play is as much a necessity as work itself, and college sport needs no apology or defense. The daily hour of exercise on the athletic field or in the gymnasium is not an added burden, but a means by which the student is kept in condition for carrying on his regular college studies, and is compensated for by the lessened time required for the work of study. At Ohio Wesleyan physical training takes the three forms of Military Drill, Work in the Gymnasium, and Athletics.

Military Drill

MILITARY DRILL was introduced at Delaware in 1882, and since 1890 an officer of the United States Army has been regularly delegated to take charge of the work, with the rank of Professor of Military Tactics. This position is at present occupied by Lieut. William H. Menges, First Lieutenant, Coast Artillery, U. S. A. Nearly three hundred cadets are organized into a battalion,—staff, band and five companies of infantry, with 19 commissioned officers and 55 non-commissioned officers.

In the present age the discipline of an army differs very little from the discipline of a great industrial organization, and every attribute of the good soldier is appreciated and rewarded as promptly in the business world as in the army.

The influence of military training in establishing and maintaining a high standard of morality is beyond dispute. In addition to the benefit which the general government derives from the military instruction given at this University, it is believed that the discipline enforced, the habits of obedience and



GYMNASIUM
Showing Main Floor and Running Track

punctuality inculcated, the improvement in bearing and appearance of those instructed, and also the practice in directing and commanding others, which nearly all get in course of time as officers and non-commissioned officers, is of immense benefit to the students individually.

The instruction given in Infantry Drill Regulations, Small Arms Firing Regulations, Field Service Regulations, Manual of Guard duty, etc., is interesting to the student, and is valuable as a matter of general information. Ammunition is furnished by the government for target practice, which is a part of the regular work.

The various parades, reviews and other ceremonies, are events in which the cadets take great pride; while the annual Military Reception is one of the most important social events of the college year.

The Gymnasium

ON FEBRUARY 22, 1906, the Edwards Gymnasium, after Gray Chapel the largest and most imposing building on the campus, was opened. In the basement are the swimming pool, 50 feet long and 22 feet wide, with a water depth of four feet at one end and seven feet at the other; rooms for the use of the athletic teams of the University; and several large courts that can be used for hand-ball, bowling alleys and drill rooms for the military companies. The second floor contains the administrative offices of the director of the gymnasium, a locker room having a capacity of 700 lockers, and bath and towel rooms. On the third floor is the main gymnasium, 150 feet long by 83 feet wide, which is equipped with all the apparatus necessary to make it a complete gymnasium. Above, and suspended from the roof, is a running track of fifteen laps to the mile.

But to appreciate its importance in student life, the gymnasium should be seen in the late afternoon when class-work is in progress, or track work and basket-ball are going on. In charge of this work is



THE LIBRARY GATE: Gift of 1909



THE GYMNASIUM GATE: Gift of 1908



ENTRANCE TO ATHLETIC FIELD: Gift of 1907

It has been the custom for the graduating class to leave a class memorial as a gift to the college. These three views show the gifts of several of the recent classes.

Physical Director J. W. Page. Physical examinations are given to all students, and in case of need, the work is especially adapted to the student. Class-work in the gymnasium is required of all students (except Seniors) who do not take military drill, or who are not specially excused, but large numbers of the students besides the members of the regular classes take advantage of the gymnasium. The floor of the gymnasium and the baths are open to all students. In addition to the regular class work, special classes are from time to time organized in boxing, fencing, wrestling, and swimming.

Athletics

ONE WHO FORMED his opinion of college life from the public press might be pardoned for thinking that the main work of the American college was to train athletes. Those who know college life on the inside know that the athletics make a part, often too large a part, of college activity, but a part which is vital and essential. College sports originated without help from the college Faculty, and have often been distrusted by them. But as they have grown, and as their evils and advantages have both become more apparent, they have been brought under Faculty control. In Ohio, through a committee, the Ohio Athletic Conference, composed of Faculty representatives of nine of the leading colleges (the so-called "Big Nine"), control of intercollegiate athletics is maintained with regard to rules of play, eligibility of players, and arrangement of games. Local as well as intercollegiate athletics are under Faculty supervision at Ohio Wesleyan; which means that the college authorities favor college sport when properly controlled. And why? In part because it means health, vigor, manliness. And further, because of its intellectual and moral value, especially in those sports in which competition is between teams rather than between individuals. Foot-ball, base-ball and basket-ball require the use of brains quite as much as of physical strength; not perhaps just the same stripe of brains as is needed in getting a

lesson, but the kind which is quite as often called into use in later life. And the moral value which comes from subordinating individual success to that of the team and the college, and from playing a square, open and honest game, even when the opponents do not is of the greatest value. So at Delaware we accept college sport as an essential feature of college life.



GREENWOOD LAKE
About a Mile from the College

The college authorities, then, stand behind the athletic interests. Mr. W. B. Rickey, of the Class of 1904, has been appointed to coach the teams of the college, with the title of Director of Athletics. We believe him to be one of the best coaches in the state. He has entire charge of the coaching in baseball, basket-ball and foot-ball. During the year 1909 - 10 Mr. Rickey is absent on leave and his place is taken by Mr. L. W. St. John, who has made an excellent record as coach of the Wooster University teams.

Then there is the new gymnasium, generously provided by friends of the college, which not only makes possible regular gymnasium work, but also so greatly aids all branches of athletics that we often wonder how we ever got along before we had it.

Finally, there is the new athletic field. This field lies adjacent to the gymnasium, and has a length of 680 feet and a maximum breadth of 390 feet. There is ample room for two foot-ball fields (space which will be used in the spring for two base-ball fields), for 100-yard and quarter-mile running tracks, and for tennis courts. Bleachers and a large grand-stand have been erected, the total cost of all improvements approximating \$12,000. After four o'clock in the fall and spring the field is a scene of activity, and among the most interesting college scenes of the year are the days of important foot-ball or base-ball games, when the season's record is being made or marred, and when the men of the team are being backed by the enthusiastic "rooting" of the undergraduates, when even the serious-minded professor has been known to indulge in a yell of appreciation of some good play.

How thoroughly are these facilities (athletic field and gymnasium) being used? Estimates by Directors Page and St. John place the number of men engaging in base-ball and basket-ball at 150 each, in foot-ball at 125, in track work at 100. In addition to these, interest in tennis has increased with the laying out of the courts on the athletic field, and thirty men entered the college tournament this fall. Of course, there is a certain amount of over-lapping, due to men participating in more than one sport, but it is estimated that 250 different men are engaged in one or another kind of athletic sport, not including 50 on the regular Varsity teams—300 in all. This is as it should be. If all the money and energy represented in the athletic plant of the college were devoted only to training University teams, composed of men least in need of such a training, it would be largely a waste. But in addition to the University teams

there are in each of the three main branches of college sport, four class teams, an academy team, fraternity teams and club teams, many of them playing regular schedules of games; so that to-day there is a chance at healthy sport for everybody, and, except in the case of actual physical disability, no one lacks opportunity for work and recognition.



ON THE CAMPUS
Between the Main Entrance and the Sulphur Spring

Religious Life

EDUCATION INCREASES POWER.

Education without character means increased power for selfish ends, it means disregard of the rights of others, and antagonism to that higher spirit which is becoming increasingly dominant in American private and public life. Ohio Wesleyan has always stood for an education which shall develop the student's mental power, and at the same time give him a keen sense of responsibility in the use of that power. In short, the college stands emphatically for Christian character and for Christian education. In this she does not stand alone among Ohio or among American colleges. The debt which American education owes

to the Christian church cannot be measured. Previous to the comparatively late development of state universities in the states west of the Alleghenies and even to this day, the vast majority of American colleges have been those that owed their origin to Christian impulse. Yale, Harvard, Brown, Princeton, Amherst, Wesleyan, Oberlin, Beloit, and scores of prominent institutions could be named. As a result, American college life to-day bears a moral impress which is in distinct contrast to the tone of those universities of Germany which originated under secular control. And this does not mean narrowness or intolerance.

The emphasis which is placed on character in education,—that is, on Christian education,—is shown in two ways: In the general atmosphere of the college, and, more concretely, in the Young Men's and Young Women's Christian Associations. Every concern is felt that a good moral tone should pervade all branches of college life; that class-room work should be honest and thorough; that fair play and gentlemanly conduct should characterize social and athletic life. But it is in the work of the Christian Associations that this aspect of college life finds its most obvious expression. A few facts in regard to the Y. M. C. A. During the college year 1908-9, of the 500 men available for membership, 445 (89 per cent) were members and the average attendance at the weekly Friday night meeting of the Association was 179. In so far as these Friday night meetings are religious meetings under direct control of the students, they are marked by a combination of earnestness and lack of cant, which is equally inspiring and refreshing. The college student is frank and honest, and at Delaware he carries these qualities into the Friday Y. M. C. A. meetings. Among the outside speakers were: Rev. Geo. Jackson, of Toronto; E. H. Wilson, Editor, OHIO STATE JOURNAL; Dr. F. W. Luce, of Cleveland; A. H. Lichty, College State Secretary; Rev. James Haig, Supt. of Missions, Columbus; Dr. Homer C. Stuntz, of the

Foreign Mission Board, New York; Dr. C. M. Boswell, of the Home Mission Board, Philadelphia; Dr. Levi Gilbert, Editor of THE WESTERN CHRISTIAN ADVOCATE; Harry Ewing, Traveling Secretary of the Student Volunteer Movement; and Robert E. Lewis, State Secretary of the Ohio Young Men's Christian Association.



OLENTANGY RIVER BELOW THE UNIVERSITY

Clearly no impractical stamp this, which is being put on the Y. M. C. A. meetings; rather, a sympathy is being evoked with practical movements in our own country and with the progress of Christian work abroad.

But what are the students doing through the Y. M. C. A.? A number of things. By the receptions which come each term, they promote social intercourse among the stu-

dents. They are conducting voluntary Bible and mission study classes in which 358 men were enrolled during the college year 1908-9. They are contributing nearly \$800.00 a year to missionary and Association work. Through the campaign committee of the Association they meet men students, especially at the beginning of the college year, and greatly assist them in adjusting themselves to the new conditions which entrance to the college imposes. Through its General Secretary the Association conducts an Employment Bureau which renders a distinct service to students who are obliged to earn part of their college expenses. The approximate amount earned by this work during the year was \$2,700.00.

With the work so great and varied as is suggested in this statement it is necessary that there should be a thorough organization of the Association; hence the President and Secretaries, and the committees with their chairmen, are distributed among the student membership. It has not been possible, however, to develop the Association to its present degree of efficiency without a General Secretary, a man who specializes upon the work of the Association. For the most part this position has been filled by a recent graduate of the University. This year Mr. J. E. Baldrige, of the Class of 1900, has been appointed General Secretary. Mr. Baldrige was the General Secretary of the College Association the year following his graduation, has been engaged since in Y. M. C. A. work, and comes back to us splendidly prepared for his position.

The work of the Y. M. C. A. seems most satisfactory to those who know it best. It touches a large number of the undergraduates. The men in it are not those who are so "good" that there is no place for them anywhere else; but among both membership and leaders are men who are prominent on the Transcript, in athletics, in debate, and in social life, and who rank high as students. The majority of the strong men and leaders in undergraduate life sympathize with its work. Year by year that work increases in scope and effectiveness, and gains in the respect of students and faculty.

The Young Women's Christian Association

BY FAR the strongest organization among the women of the University is the Y. W. C. A., which is carrying on a splendid work through its various departments. So large a percentage of the young women belong to the Y. W. C. A. that the Ohio Wesleyan association now ranks in size among the first two or three in the state.

In the Fall new girls are met by a Campaign Committee, who see that each girl is welcomed and helped through the bewildering ordeal of matriculating and "signing up." The Membership Committee, by personal visitation throughout the year, keeps the girls from becoming homesick or dissatisfied, while the Social Department helps to show that good times are highly compatible with wholesome Christian living.

The Mission and Bible Study Classes are very well attended and increase in popularity each year. Through these departments the spiritual side of the girls' life is directly stimulated and strengthened.

Every Sunday evening a regular devotional meeting is held, which is led by an upper-class girl or by a member of the Faculty. While somewhat formal, these meetings are nevertheless open to the students and are always inspiring. Besides the Sunday night meeting there is a short noon-day prayer-meeting held in Monnett parlor every school day. In addition to these public meetings, over two hundred girls take daily Bible studies and keep the morning watch.

Through the Extension Department, practical good is done in the community. The Old Ladies' Home is visited, worthy poor families are helped, and Bible Classes are held among those who are not reached by the churches.

The work of the Y. W. C. A. is carried on entirely by the girls themselves, and the work is thereby made heavier than if a resident Secretary were employed; but it gives them invaluable training in Christian work, which will aid them in furthering the Kingdom when they have left college.

As the College Man Sees It

By PAUL E. HUTCHINSON, '09.

IT HAS BEEN SAID that a college man should never allow his studies to interfere with his education. This is, perhaps, but a whimsical way of saying that there is more in college life than the diligent study of books. That indeed forms the backbone of the course, but not all of the training for life which one gets at Ohio Wesleyan,—that ideal place where professors and students form one big family,—is of the variety known in college parlance as



A BIT OF THE FRESHMAN—SOPHOMORE RUSH



SANBORN HALL
Just Completed for the Use of the School of Music

“grinding.” There are other things, whose part is simply to add zest to the student’s life, as its fragrance enhances the beauty of the rose. Some of these things this little sketch will attempt to picture.

The new man comes to Delaware, wondering what sort of place it is, and of what description is college life. Perhaps he has never been in a college town before, and may even imagine that a college is but a high school on a larger scale, where high school methods and humdrum discipline prevail. He is naturally curious to learn with what sort of men he will be associated for the next four years, so, as he approaches Delaware, he looks about him at the inmates of the car. Perhaps some of them are going to the same place. They are; as he discovers when he reaches his destination.

He even forgets his homesickness as he watches the groups of young men meet each other, and sees the hearty handshake. Already a good-looking young man, who has on a red ribbon, has seized his suit case, and between welcoming him to Delaware and asking his name, has introduced him to several other men, all of whom seem glad to see him. As they swing up town with a crowd of other men, old and new, it begins to seem as if his companion was an old friend; this big fellow whose ready smile lights up every corner of his heart, who knows all the men he sees, and is glad to see them all. He knows just where to go and what to do first, so the new boy, already beginning to feel as if he has been here before, just lets him lead the way.

All along the road he sees the old men greeting one another; in the corridors he hears it; and in the Secretary’s office, where he joins the Y. M. C. A. almost before he knows it, he thinks there is nothing else being done.



MONNETT HALL
The Center of Social Life for the Women of the University

In a little while he is shown into the President's office, where a kindly man welcomes him by name and takes the recommendations which he offers. While he is still wondering what has become of his accustomed boldness of speech, he finds himself in the class officer's hands.

Having "signed up" he begins to think he can look the world in the face again, and starts to do so, when he is successively interviewed by five different men, all of whom expatiate vigorously and at length on the merits of "the feed," at their respective clubs. Though the new man be as wily as Ulysses and as hard to hold as an eel, he cannot get away from those self-appointed advisers. At length he makes his choice, and begins to get acquainted with "the fellows at the club." He wonders what that husky lad from the farm, who stows away such prodigious quantities of potatoes, is going to be. He watches that little fellow with the intellectual look, and decides—he knows not why—that HE is going to be a preacher. And so on, around the table he goes, measuring himself up against his new associates.

Day by day he grows, in experience at least, keeping his eyes and ears open and his mouth shut. He becomes a soldier, perforce, three times a week, and drills with an eye single to making the "crack squad" and a promotion, at the next shifting of officers. Maybe he sticks to it long enough to become an officer;—or maybe he likes to sleep late.

He joins a literary society, and displays powers, as yet untried, as a debater. Later in the year he hears of the preliminary "try-out" and the debate teams, and his heart thrills with pride as he hears Ohio Wesleyan's successful three down their opponents; and his exuberant shout well-nigh drowns out the fair denizens of Monnett, who, wearing the University colors, sing their approval from the balcony. Then his heart burns with a high resolve to make the team himself, next year.

Soon he begins to develop along other lines. Perhaps he looks good to some one of the eight fraternities, and he becomes a "frat" man. If he is wise he knows that he must expect to become like his fraternity brothers, and he makes his choice carefully. In all probability by this time he has found one of the "feminine crew," who seems to him as fair as the morning, and he proceeds to devote a part of his time to her,—merely as a part of his social duty, understand!

Meanwhile he has become a loyal supporter of the foot-ball, basket-ball and base-ball teams, and is on hand at every game to root for the team. A few times he goes with the team to visit a neighboring college, and no matter whether his side is defeated or victorious, he always returns with an increased love for his own University. He has begun to imbibe the Wesleyan spirit and is ready to uphold his own college against all comers. At Commencement time he sees the gray-haired alumnus going about with a conscious pride in his Alma Mater, and his own pride deepens, and his love broadens, as he looks forward to the time when he will be one of the "old grads," and come back to talk over old times. When that stage in his development has come, he has become a Wesleyan man in the real sense of the word, and has acquired all the loyalty his University can give him, except that it will burn brighter as time goes on.

As the Monnett Girl Sees It

By ELIZABETH CRATES, '10

ALTHOUGH the number of girls who come to Ohio Wesleyan is increasing so rapidly each year that Monnett Hall cannot begin to hold them all, yet the latter is still and always will be the center of college life for the women of the University. Why is it that so many girls are applying for rooms in Monnett Hall? As a well-known advertiser says, "There's a reason;" or, as a Monnett girl, with her fondness for superlatives, would say, "There are dozens of reasons."

Perhaps the typical Monnett girl herself is the biggest reason. She is jolly, she is bright, she is generous and thoughtful; but best of all she is so full of enthusiasm about her college home that wherever she goes she is a living advertisement of the place. She is never tired of telling of her friends, of her good times, or perhaps, of her escapades and consequent "squelchings;" and it is no wonder that another girl listening to this glowing account, makes up her mind to be a Monnett girl too.

Do you want to know what some of these good times are? Come along with me and I'll take you to a feast. Julia had a box from home this morning, and she has invited us to help her enjoy it to-night at nine o'clock. Here we are at her room. My! How those girls are laughing! One would not think that this was the time of year for mid-term quizzes. "Yes, thank you, I'm mighty



MONNETT DAY—The Swedish Dance

fond of fried chicken." "Oh, don't apologize! This pin tray does very well for a plate." — And so it goes until the nine-thirty bell puts an end to recreation period and causes a scatterment of girls.

Perhaps we get back to our rooms just in time to hear a serenade. Lights are all out and not a girl is to be seen at the windows, but when the boys have finished singing the girls show their appreciation by most hearty applause, and if they clap loudly enough they get an encore.

Then again there are great foot-ball celebrations at Monnett, when our team has won a victory over some rival college. When the band is playing and a big bonfire of store boxes is blazing up in front of the porch, and rousing cheers are given by the men for the team, the college, and Monnett, then you feel a great pride in belonging to this great University, and you will then, if at no other time, realize what college spirit means.

Then there are the more formal occasions when Monnett is the scene of gaiety. Such occasions as the Inaugural Reception of the Girls' Literary Societies, the class parties, and the Junior-Senior Banquet make the Hall a great social centre for the University.

However, it is not only special occasions that make Monnett such a desirable place to live; it is the every day life that counts. Think of eating in a dining room where three hundred girls are served at once! Isn't that jolly? Think of walking about the campus under the great oaks! Isn't there inspiration in that? Think of the religious meetings carried on under the leadership of the girls! Isn't there useful Christian training in that? Above all, think of the opportunities for friendship, with girls coming from all parts of the country! In fact, all that goes to make up an all-round woman is to be found right here at Monnett Hall.

We number among our Monnett graduates, prominent teachers, national Y. W. C. A. secretaries, noble missionaries, wives of bishops and statesmen,—yes, even the wife of a president, Lucy Webb Hayes, the best-beloved mistress of the White House.

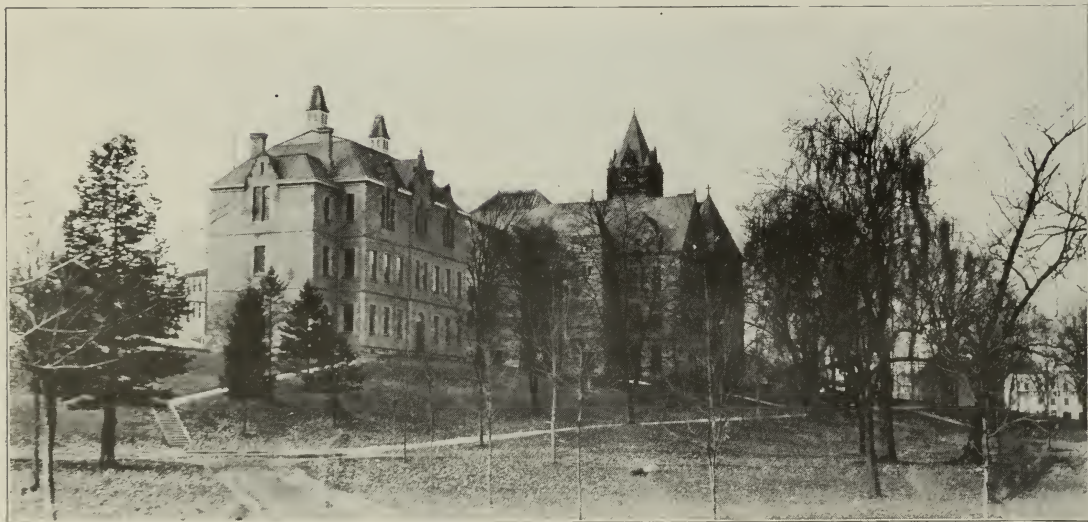
Monnett ideals are high. We believe in observing the rules of health; we believe in a social life which will give girls poise in any situation in after life; we believe in honest, thorough scholastic work; and we believe in fostering all the influences which conduce to the highest Christian character.

Is not this more than sufficient reason for girls to seek a home in "dear old Monnett?"

The Literary Societies

PROBABLY the most valuable part of any man's college course is the work which he does for the pure love of it, undriven by the lash of any professor or college requirement. There comes a thrill into such a pursuit that makes it highly educative, and a man remembers it with joy after he is grey-headed. The Faculty especially encourages voluntary organizations for literary work, knowing that such college societies have been the hot-beds of some of the most remarkable groups of men in modern history. One needs only to point to the clubs in Oxford out of which came Wesley and Whitefield in the eighteenth century, and Tennyson, Hallam, Archbishop Trench and F. D. Maurice in the nineteenth, to show how iron may sharpen iron in an organization of undergraduates. Every true Faculty is always on the lookout for the coming of similar groups of men within its walls.

The University has twelve literary societies which furnish ample opportunity for the expression of the literary life of the students. The societies among the men are the Zetagathean, Chrestomathean, Athenian, Amphictyonian, Meletarian, Cala-Philo, and Lyceum societies. Among the women are the Clonian, Athenaeum, Castalian, Alethian, and Philomathean.



Showing Merrick Hall, Occupied by the Departments of Zoology and Geology and by the Museum (left), and Gray Chapel and University Hall (right). The Sulphur Spring is in the Foreground on the Left.

The seven upper collegiate societies are entitled to send representatives to the annual oratorical contest, which is one of the two main literary events of the year.

These societies are not exclusive, and no student with earnest literary ambition fails in time to be elected to membership. The expenses are small.

Some of these societies have great histories. On the old records the members will show you the names of senators, bishops, college presidents, governors and editors well known in American public life; with a host of others, who, though less noted, are no less worthy.

The Oratorical and Debating Leagues

“In oratory and debate, We get there every time.”—College Song.

THAT PUTS IT pretty strongly, but it contains a large degree of truth. From 1898 to 1905 Ohio Wesleyan University was a member of the Central Oratorical League, embracing the State Universities of Ohio, Indiana, Illinois, West Virginia (after 1901), and Cornell University. In 1905 a new league was formed by Cornell, University of Virginia, Columbia, Chicago, and Ohio Wesleyan. Since 1898 in the annual contests, first in the old and then in the new league, Ohio Wesleyan has won five firsts, two seconds, and three thirds.

Quite as striking has been the success of the University debate teams. The Ohio Intercollegiate Debating League was organized in 1897 by representatives from Western Reserve, Oberlin, Ohio State, and Ohio Wesleyan. In 1905 Ohio State withdrew and the present triangular league was formed by the three remaining colleges. Of twenty-three intercollegiate debates thus far held Ohio Wesleyan has won seventeen.



RUNNING THE END: Wooster-Wesleyan Game

This record of victories is possible only as the result of long and hard preliminary training, a training sometimes begun several years before in the literary societies. In choosing the teams that are to represent the University, there is a preliminary contest open to all students. Out of the contestants a smaller number is chosen, and then, after repeated bouts, the number is gradually narrowed down to those who are to represent the University in the final contests. For several months previous to the contests in March the members of the debate teams are among the hardest workers in college and the personal training which they receive is of the utmost value to all who have ambitions to become public speakers. The extent of the interest in debate is shown by the fact that last year the University had four teams in the field, the two first teams representing the college in the League, the second teams pitted against colleges outside the League. The value of this plan in extending debate training among the students is evident.

The Twenty-Second

TO AN INCREASING DEGREE the Twenty-Second of February is becoming the great day on the Ohio Wesleyan calendar. It is the day of the undergraduate. The Freshman looks forward to it with curiosity, the upper classman with eagerness; both look back to it with pleasure and with an increased love for the college. The Alumni are back, drawn by memories of college days, by the fraternity reunion, by the Phi Beta Kappa semi-annual celebration which comes at this time. In the evening comes an athletic exhibition, comprising a drill by the crack squad of the battalion, a fine exhibition of gymnasium work, and basket-ball games. And at noon the big feature of the celebration—the dinner. Twelve hundred people sit down together at the tables, the students together in classes. Hardly an undergraduate is absent, the Faculty is there and many of the alumni. It is peculiarly a home gathering, but we are glad to have with us a good many High School students who are fortunate enough

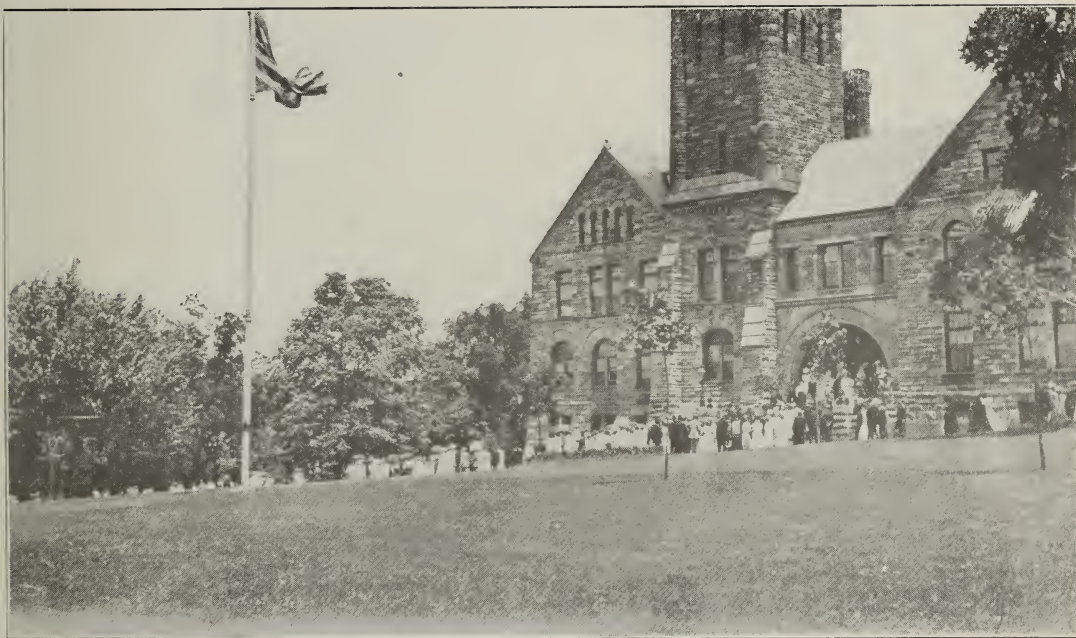
to have both friends among the undergraduates and hopes of entering Ohio Wesleyan. College cares are laid aside. All are sons and daughters of Old Wesleyan. Speeches by undergraduates and alumni, class stunts, glee club and college songs follow each other. The key-note of all is loyalty to Ohio Wesleyan. Year by year the Twenty-Second becomes dearer as marking a day of college friendship and of demonstration of college spirit.

Expenses

THE FOLLOWING TABLE will give an approximate idea of the expenses for men who attend Ohio Wesleyan for one college year:

| | |
|---|----------------------------|
| Board \$2.50 (club) to \$3.00 (fraternity) per week | \$87.50 to \$105.00 |
| Room, \$1.00 to \$1.50 per week | 38.00 to 57.00 |
| College Bills, \$21.00 per term | 63.00 63.00 |
| Laundry | 10.00 to 20.00 |
| Books | 10.00 to 25.00 |
| Miscellaneous Expense | 10.00 to 25.00 |
| | <hr/> \$218.50 to \$295.00 |

These totals do not include clothing, travel, or expenses for the summer vacation. The college bills will amount to somewhat more than the amount given if the student elects laboratory courses, or other courses for which special fees are charged.



IN FRONT OF UNIVERSITY HALL
The Procession forming to go to the Commencement Luncheon in the Gymnasium

Detailed statements from a considerable number of the undergraduates show that the average total expenses for the college year is \$340. One quarter of the number made their expenses \$250 or under, while another quarter placed it at \$400 or more. Students, by boarding themselves, and by rigid economy, can reduce the expenses to \$200 for the year, but the average student spends between \$300 and \$350, and one can hardly get along on less and share as he would like to in college life; though of course it is vastly better to go through college cramped financially than to be without the college training.

On Working One's Way Through College

NO MAN with health, ordinary will power, average talents, and the necessary intensity of desire, need be without a college education; the possibility of his working his way through college depends upon his willingness to fulfil the conditions. No student suffers in the estimation of his fellows from the fact that he is working his way. The opportunities open to him are many and varied. During the summer vacation he may work on a farm, canvass, or find other business employment. During the college year he may wait on table, do janitorial and other work about the college, or find various special employments in town. The aggregate of student earnings shows that between two and three times as much money is earned during the summer vacation as during the college year; and a few able students make the year's expenses in that time. Students who are paying their entire way by unskilled labor will in many cases find it impossible to earn their way and at the same time carry full college work; they may be obliged to lengthen the course beyond the customary four years. Sometimes they find it necessary to drop out of college for a year in order to get enough money to complete the course. It is always wise to enter college with a considerable part of the first year's expenses in hand. In all cases

the Y. M. C. A. through its employment bureau stands ready to help the student to find work, and no determined student with health and average ability need give up the college course.

The College Catalogue gives all necessary information in regard to entrance and the work of instruction. The question of expenses is taken up in a leaflet entitled, "Student Aid at Ohio Wesleyan." Either may be obtained from the Registrar, Prof. W. E. Smyser.

Delaware The Beautiful

O Delaware, the beautiful, we sing of thee and thine;
 Within thy halls we gather here,
 And shout thy praises, cheer on cheer,
While over us thy colors fly, and lovingly entwine
 Around Old Glory where she rolls
 The oriflamme of loyal souls.

(Chorus)

Fair, Fair Queen of Delaware,
 To our Alma Mater we'll be loyal, staunch, and true,
And its Hail, Hail, hearts that never fail
 Meet in love and unity at O. W. U.

We love our Alma Mater, and we'll reverence her name;
And ever strive with all our might
To keep her honor clean and bright.
We hear the shouts of victory, the thunder of her fame;
In every land, the world around,
There are her sons and daughters found;—

Then let the notes re-echo, and the nations hear our song;
Wherever bears the battle brunt
Her gallant sons will stand in front,
To rout the force of error, and to right the nation's wrong;
So let our happy chorus ring,
And joy be with us while we sing—

By I. R. Henderson. '01

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